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ABSTRACT

The booklet is designed for teachers who feel a need for background or additional information about career information, particularly the underlying rationale and why it is important to the State of Arizona. There are many reasons for career education--the drop-out rate, the uncertainty of future plans of high school and college graduates, and manpower needs among them. The drop-out rate and lack of marketable skills among Arizona employment seekers emphasizes the need for career education in that State. A two-page article illustrates the needs for relevancy in education. A five-item annotated bibliography is included of further reading. (AG)

ED 089110

Why Career Education

In Arizona?

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ARIZONA CAREER EDUCATION CLEARINGHOUSE

ARIZONA
DEPARTMENT OF EDUCATION
W.P. SHOFSTALL, PH.D., SUPERINTENDENT

CE 001 166

PREFACE

This booklet is designed for teachers who feel a need for background or additional information about Career Education. The booklet reflects the present-day concerns of Arizona and others in regard to the education of today's youth.

Acknowledgment must be given to Cleo Boswell, Pinal County Career Education Project; Carol Barrow, Mohave County Career Education Project; Goldye Hart, Roosevelt Career Education Project; Larry Frase, Mesa Center for Career Development; Sue Cook, Central Maricopa Career Education Project; and Leon Webb, Project: Career Bound for their critical review of the manuscript prior to its final review and publication.

Beverly Wheeler
Career Education Clearinghouse
Arizona State Department of Education

June 1973

INTRODUCTION

Is this the right booklet for you? Do you want or need to know the rationale underlying Career Education? What has happened to make this new thrust so important in the state of Arizona? In the nation?

This booklet is designed to give you a brief overview of the need for Career Education. The booklet will not give you all the information available; therefore, your attention is directed to the list of references in the back for some sources of information that expand this discussion and are recommended for in-depth study.

WHY CAREER EDUCATION IN ARIZONA?

GOALS – To help you identify some factors which emphasize the need for Career Education.

To acquaint you with the factors within the State of Arizona which the legislature felt important enough to take special action on in order to develop Career Education within the state.

Concepts:

1. Almost one-fourth of today's students leave school before graduating from high school.

2. Even though about 80 percent of today's high school students are preparing for college entry, only about 20 percent will complete a baccalaureate program.

3. Although college attendance may be a meaningful goal, it should be considered an intermediate step toward a career rather than an end.

4. Too many students enter – even graduate from – college without a clear idea of why they are there and what they want to do.

5. Job dissatisfaction seems to be on the increase.

6. Young people today seem to be either overwhelmed with the occupational information and choices before them, or unaware of the alternatives and options available to them.

7. There are currently over 23,000 occupations in the United States and the list is constantly changing and growing.

8. Too many students make career choices on the advice of influential persons in their lives rather than on the basis of an awareness of their own interests, needs, abilities, aptitudes and before acquiring basic decision-making skills. Pressure for a specific career choice from parents often results in young people training for career fields in which they are unhappy.

9. Jobs today require a combination of academic and vocational knowledges and skills. One without the other is insufficient.

10. The necessity of continuing education in order to accommodate major changes in one's work while at the same time protecting one's life style and identity does not seem to be receiving much emphasis.

11. The transition between school and work or school and higher education is so difficult for many students that schools should establish orientation services for the students.

12. The unemployment rate for teenagers not enrolled in school is quite high.

13. The curriculum in many schools lacks a central integrated theme.

14. Almost half of today's high school graduates have no marketable skills and inadequate preparation for higher education.

15. The student impatience and dissatisfaction with education in recent years, the cry for relevancy, and the rapidly changing job market requirements demand a new approach to education.

16. Too much time is spent in schools on abstract exercises that have little or no relation to the future adult world and adult roles.

17. Many people lack positive attitudes about the social, personal, psychological, and economic significance of their occupations.

18. The conventional educational structure is becoming so expensive it is going to be necessary to seek alternative resources for career preparation training.

19. There have been barriers preventing school and community cooperation for too long. It is time those barriers were removed.

20. The high unemployment rate among young people indicates the educational system has not met the needs of its students in preparing them for today's world of work.

21. The dropout rate from high school not only augments the ranks of the unemployed, but represents a high cost factor to the working public and society as a whole.

WHY CAREER EDUCATION IN ARIZONA?

In enacting ARS-15-1199 in 1971, the Arizona legislature felt that the educational system within the state was not producing enough young men and women able to enter the labor market with a salable skill which would allow them to become productive members of society.

This concern is supported both in Arizona and nationwide by the following facts:

1. One of the major factors found to be responsible for being unable to find employment and training opportunities was low educational attainment. The average inner-city resident in Phoenix has less than a high school education (10.5 years of schooling).[1]

2. According to the semiannual manpower report for the Phoenix area pertaining to barriers to employment,

> . . . . surplus labor supply has for many job seekers been the biggest employment barrier they have had to face when searching for a job. This job competition is most apparent among those jobs which require little education or few skills. Here the abundance of labor exists not only because of the uneducated and unskilled competing for these menial jobs, but also the unemployed educated and skilled job seekers who, because of prevailing competitive conditions in their own fields, have been forced to seek the menial job.[2]

3. The largest percentage of unemployed persons falls within the teenage and young adult age group. The 1950 unemployment rate nationally for all teenagers averaged over two times as high as that for workers 25 or over. By 1965, the ratio was over four to one. Today it is over five to one.[3] In the Model Cities area of Tucson, 50 percent of the unemployed were between the ages of 16 and 21, and the largest percentage (55 percent) had some high school but had not graduated.[4]

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[1] *Phoenix Area Manpower Review*, Employment Security Commission of Arizona, April 1972, p. 13.

[2] *Ibid*., p. 11.

[3] J. D. Hodgson and Maria D. Hodgson, "Let's Put Careers into the Curriculum," *Thrust*, April 1972, p. 54.

[4] *Tucson Area Manpower Review*, Employment Security Commission of Arizona, May 1972, p. 25.

The population within these age groups increased dramatically between 1960 and 1970 in Maricopa County.[5]

Age Group	Percentage of Increase
10-14	53.8
15-19	84.5
20-24	87.1

In the Tucson area, the percent of increase for a similar age group was as follows:[6]

Age Group	Percent of Increase
15 and under	11.6
16-21 years	149.7

4. According to Sidney Marland, Assistant Secretary for Education, U. S. Office of Education, only about one-third of the students currently enrolled in high school will continue on to post-secondary education, and only about one-third of those who go on to post-secondary education will obtain a baccalaureate degree. This means that 80 percent of today's high school students should be receiving occupational training but only 20 percent are actually getting the training.[7]

5. Approximately one-third of all students go through high school general education programs leaving them neither trained with a salable skill nor qualified to go on to post-secondary education.[8]

Another of the Arizona legislature's concern was the high ratio of students who drop out of high school or who fail to complete a college curriculum and subsequently try to enter the labor market without any marketable career skills. Page 5, taken from the 1972-73 Arizona State Plan, illustrates the comparison of the total county enrollment and the county dropouts. Page 6, also taken from the State Plan, illustrates the comparison of the dropout rate of each county with the dropout figures for the whole state.

Wilson Riles, California State Superintendent of Public Instruction, capstoned the problem with his statement that "Tomorrow's illiterate will not be the person who cannot read .... but the person who cannot learn, who cannot keep up with change. The job market in this decade alone will produce 5,000 new skills which are non-existent today."[9]

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[5] *Phoenix Area Manpower Review*, April 1972, p. 23.

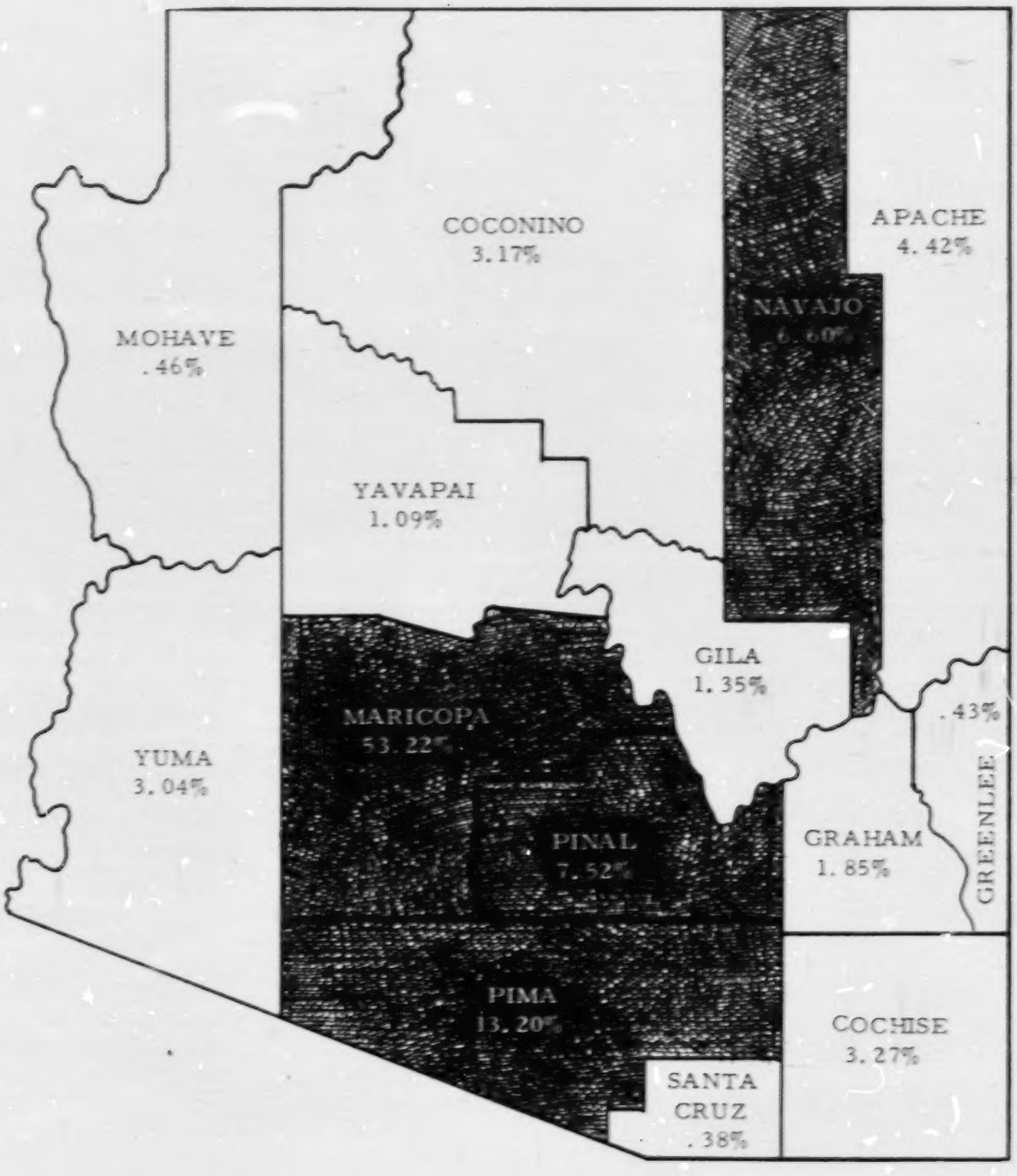
[6] *Tucson Area Manpower Review*, May 1972, p. 16.

[7] Sidney P. Marland, Jr., "Career Education Now," Presentation at the National Association of Secondary School Principals, Houston, Texas, January 18, 1971, p. 7.

[8] Robert Worthington, "Why Career Education?", *Thrust*, April 1972, p. 9.

[9] Wilson Riles, "California and Career Education," *Thrust*, April 1972, p. 5.

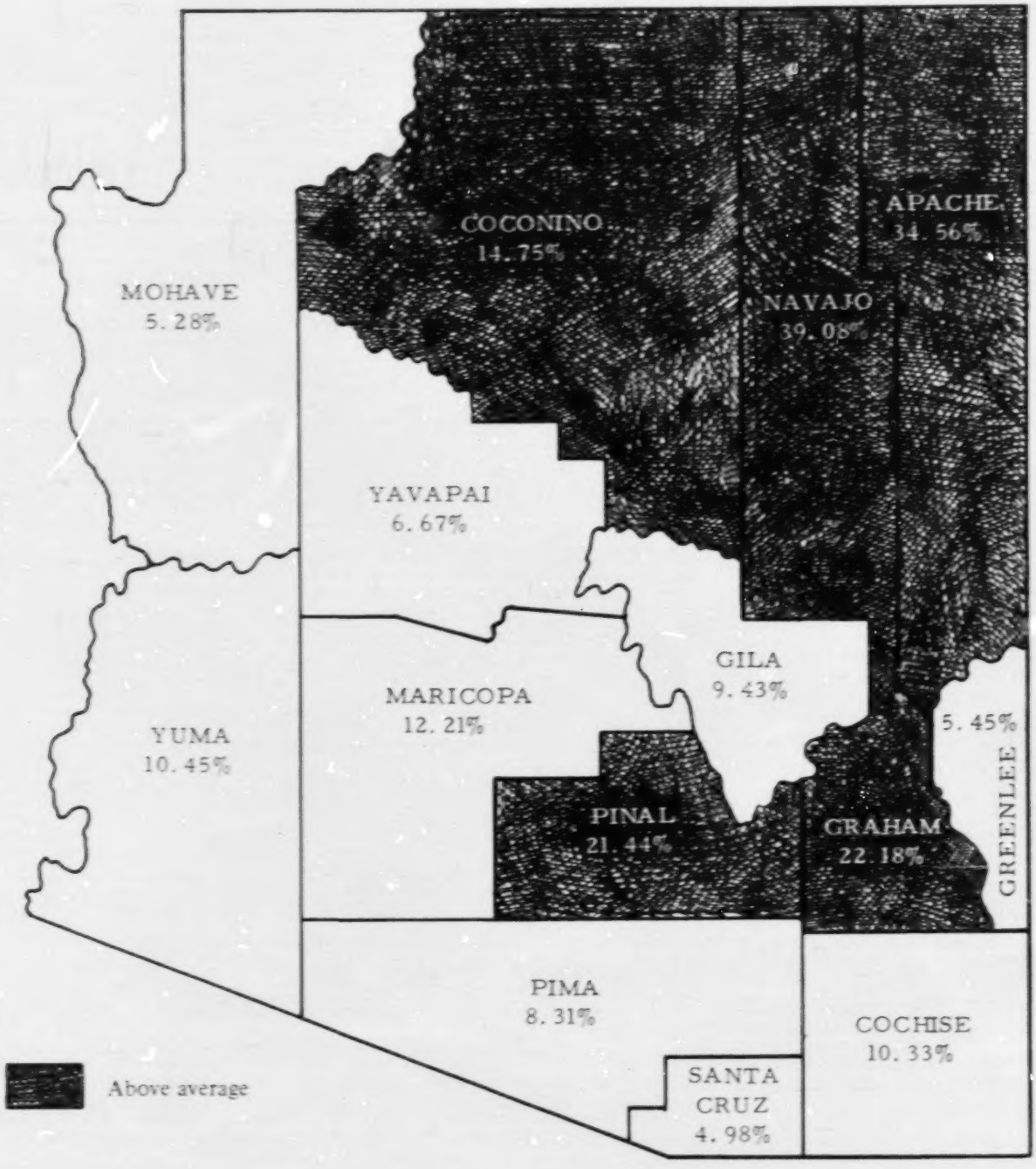
PERCENT OF COUNTY DROPOUT RATE TO STATE DROPOUT RATE*



*Data supplied by the United States Department of Commerce, from a study made for Arizona, 1968, of persons 14-17 not enrolled in school.

PERCENT OF DROPOUTS TO TOTAL COUNTY ENROLLMENT*

(Average Dropout Rate - 14.69%)



*Data supplied by the United States Department of Commerce, from a study made for Arizona, 1968, of persons 14-17 not enrolled in school.

According to Earl Moore and Norman Gysbers,

> "School-age youth at all levels must have the opportunity continuously and systematically to explore, from an internal frame of reference, their interests, aptitudes, attitudes, and values in relation to the wide range of educational and career opportunities which may be available to them, in order to avoid premature educational and occupational foreclosures."[10]

This, then, is the challenge of education–to retool for change. Reforms are needed in methodology, student-teacher relationships, administrative planning, and community participation. Elimination of the dual tract system of academic versus vocational and bringing reality into the lives of Arizona's young people by making education relevant to the world they WILL BE facing are imperative. Every Arizona student must be provided the skills and activities which will contribute both to his own individual fulfillment as well as the healthy perpetuation of a free society.

What about the young people in your community? Do you know the answers to the following?

1. Do students have difficulty finding employment?
2. Are the students obtaining the training they need to prepare for employment?
3. What is the unemployment ratio among those 16-24 years old?
4. What is the number or percentage of students who drop out of school?
5. What is the number or percentage of students who go on to a community or technical college?
6. What is the number or percentage of students completing their community or technical college program?
7. How many of the students graduate from a four-year college?
8. Does your school have current occupational information for students at all levels?
9. In what ways and to what extent is the community involved in your school and in your classes.

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[10]Earl J. Moore and Norman C. Gysbers, "Career Development: A New Focus," *Educational Leadership*, December 1972, pp. 257-260.

The Poor Scholar's Soliloquy

"Cue to Curriculum" might be the sub-title for this pithy piece.

No, I'm not very good in school. This is my second year in the seventh grade and I'm taller than the other kids. They like me all right, though, even if I don't say much in the schoolroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my own room at home—books like Popular Science Mechanical Encyclopedia, and the Sears' and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything secondhand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what

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Stephen M. Corey, Professor of Education, University of Chicago

they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that 17-3/6 feet extended from one side and 14-9/17 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Not Getting Any Younger

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him $10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.

ENRICHMENT REFERENCES

Between Education and the World of Work
Donald Bush, Associate for Program Management
Source: Rocky Mountain Educational Laboratory
(Career Education Clearinghouse No. 1218)

A discussion of the need for occupational education and selection of a career.

"Career Education Now"
Sidney P. Marland, Jr.
Presentation to the National Association of Secondary School Principals, Houston, Texas, January 18, 1971. (ED 048 480)

This is the speech that formally introduced Career Education to the forefront and set forth the first basic parameters. This and other Marland speeches are available in microfiche form free of charge from the Arizona Career Education Clearinghouse.

Conferences on Career Education
Sponsored by the Educational Testing Service in Beverly Hills, CA in May 1972.
(Career Education Clearinghouse No. 1525)

A collection of presentations given at a special conference to increase the understanding and eliminate misconceptions on Career Education.

Review and Synthesis of Foundations for Career Education
Edwin Herr
ERIC Clearinghouse
Superintendent of Documents, U.S. Government Printing Office
(Career Education Clearinghouse No. 1245)

Review and synthesis of antecedent concepts in American Education–historical, philosophical, and theoretical–tracing development and growth of Career Education.

Thrust for Educational Leadership
Association of California School Administrators
Suite A, 1550 Rollins Road
Burlingame, CA
April 1972 (Career Education Clearinghouse No. 1336)

The entire issue is devoted to Career Education.

The following booklets in this series are available from your Career Education project directors or the Career Education Clearinghouse, Arizona State Department of Education, 1535 West Jefferson, Phoenix, AZ 85007.

1. QUESTIONS AND ANSWERS ABOUT CAREER EDUCATION
2. WHY CAREER EDUCATION IN ARIZONA?
3. ARIZONA CAREER EDUCATION – WHAT IS IT?
4. SELF-AWARENESS AND CAREER EDUCATION
5. CAREER EDUCATION AND YOU – THE TEACHER